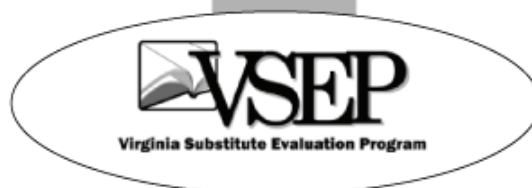


2012-2013 IMPLEMENTATION FORMS

Virginia Substitute Evaluation Program



Virginia Substitute Evaluation Program

Sample Justification Statements

Sample 1

a) Brief overview of the student's disability

Kimberly is a 12th grade student with a learning disability in *Mathematics*. According to a recent educational evaluation (include date), Kimberly's disability negatively impacts her ability to comprehend and interpret symbols, patterns, and graphic information accurately and consistently.

b) Impact of the disability on the student's academic performance

In the classroom, Kimberly frequently makes mistakes in calculation problems and needs one-to-one assistance and extended time for most of her assignments. When she is presented with tests and quizzes in a multiple-choice format, Kimberly becomes frustrated and will randomly mark answers. She requires constant prompting to stay on task and to focus on the information being presented.

c) Accommodations that have been used previously with SOL assessments and impact on the student's performance

Kimberly took the *Algebra I (2001)* test two times without success, even though she was provided numerous accommodations which included assistance with directions, reading in English of test items, *Mathematics* aids, and use of a calculator. Even with these accommodations, Kimberly became frustrated and appeared to randomly respond to test items. Based on this information, to provide Kimberly access to the SOL assessment, the IEP Team selected the VSEP as an appropriate assessment option.

Sample 2

a) Brief overview of the student's disability

Ron is an 11th grade student with disabilities who is currently pursuing the Modified Standard Diploma. The results of Ron's triennial evaluation indicated that he has significant attention and processing deficits which were the basis of his identification as a student with "Other Health Impairments."

b) Impact of the disability on the student's academic performance

Ron is easily distracted by auditory and visual stimuli in his environment and requires constant re-direction to stay on task. Ron's teacher reports that he understands most of the *Grade 8 Mathematics* content, but he performs poorly on *Mathematics* quizzes and tests, most of which are in a multiple-choice format. In the classroom, Ron is able to demonstrate what he knows using "hands-on" and "think-aloud" activities.

c) Accommodations that have been used previously with SOL assessments, and impact on the student's performance

Ron has taken the *Grade 8 Mathematics* SOL assessment without success three times using a variety of accommodations including small group testing, individual testing, and administering the test in a location with minimal distractions. The IEP Team determined that Ron may be able to demonstrate his knowledge best in a non-traditional format and selected the VSEP as the most appropriate assessment for him.

Virginia Substitute Evaluation Program

2012-2013 VSEP Intent to Participate Approval/Denial

The Virginia Department of Education will review the *VSEP Intent to Participate* form and will return this Approval/Denial form to the Division Director of Testing using the SSWS Dropbox.

Student Name:

Date of Birth:

State Testing Identifier:

Diploma Option:

School Division Name:

School Name:

Submission Subject/Course:

Is this a Resubmission?

Administration:

Intent to Submit a Substitute Evaluation Plan Review

The information provided below is the result of the review conducted by the Virginia Department of Education to determine if this student is an appropriate Virginia Substitute Evaluation Program participant. Any condition(s) listed must be corrected on the *Intent to Participate* form maintained in the school division.

Participation/Justification Conditions

VSEP Intent to Participate Status:

Date of Approval/Denial:

If the Intent to Participate is "Denied," the DDOT must remove the student's registration for the VSEP in PearsonAccess.

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Name: _____ **State Testing Identifier (STI#)** _____

Course Content Teacher: _____ **Special Education Teacher:** _____

Directions: This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. The chart below lists the Reporting Category, SOL Number, and the specific SOL stem and bullet(s) from the blueprint that must be addressed. Use the “Description of Planned Evaluation Method or Product” column to list the products or methods that will be used as evidence of achievement. The plan must be individualized for the student and must reflect a complete demonstration of the skills and depth of knowledge related to the standards addressed in the test blueprint. Refer to the *VSEP Implementation Manual* for evidence guidelines. Submit the *Evaluation Plan/Worksheet* to your building administrator for submission to the local review process. Once the plan has been approved, use it as a guide as evidence is collected. You may use the “Complete” column to check off evidence as it is completed and placed in the CWC.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Use word analysis strategies and word reference materials	9.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. 		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. 		
	11.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none"> a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. b) Use context, structure, and connotations to determine meanings of words and phrases. c) Discriminate between connotative and denotative meanings and interpret the connotation. d) Identify the meaning of common idioms. e) Identify literary and classical allusions and figurative language in text. 		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of fictional texts	9.4	<p>The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <ul style="list-style-type: none"> a) Identify author's main idea and purpose. b) Summarize text relating supporting details. c) Identify the characteristics that distinguish literary forms. d) Use literary terms in describing and analyzing selections. e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader's emotion. h) Explain the relationship between the author's style and literary effect. i) Explain the influence of historical context on the form, style, and point of view of a written work. j) Compare and contrast author's use of literary elements within a variety of genres. k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose. l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. 		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.4	<p>The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> a) Identify main and supporting ideas. b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. e) Identify universal themes prevalent in the literature of different cultures. g) Explain the influence of historical context on the form, style, and point of view of a literary text. h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose. k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions. 		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.4	<p>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <p>e) Analyze how context and language structures convey an author's intent and viewpoint.</p> <p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <p>g) Explain how imagery and figures of speech appeal to the reader's senses and experience.</p> <p>h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</p> <p>i) Read and analyze a variety of American dramatic selections.</p> <p>j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</p>		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Demonstrate comprehension of nonfiction texts	9.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a) Recognize an author's intended purpose for writing and identify the main idea. b) Summarize text relating supporting details. c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts. d) Identify characteristics of expository, technical, and persuasive texts. e) Identify a position/argument to be confirmed, disproved, or modified. f) Evaluate clarity and accuracy of information. g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task. h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. i) Differentiate between fact and opinion. j) Organize and synthesize information from sources for use in written and oral presentations. 		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	10.5	<p>The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none">a) Identify text organization and structure.b) Recognize an author's intended audience and purpose for writing.c) Skim manuals or informational sources to locate information.d) Compare and contrast informational texts.e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.		

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet – End-of-Course Reading (2010)

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	11.5	<p>The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none">a) Use information from texts to clarify understanding of concepts.b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.c) Generalize ideas from selections to make predictions about other texts.d) Draw conclusions and make inferences on explicit and implied information using textual support.e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.f) Identify false premises in persuasive writing.g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.		

Virginia Substitute Evaluation Program

Depth of Knowledge (DOK) Categories Based on Bloom's Taxonomy

DOK Category	Description	Key Verbs		
Recall Knowledge	This is the lowest level of cognitive process and involves remembering information.	Choose Count Define Identify	Label List Match Observe Quote	Recite Repeat Reproduce Select State
Comprehension	At this level, students may be using or manipulating recall level information in a basic way such as explaining an idea or concept in one's own words.	Classify Collect Compare Conduct Contrast Describe	Determine Discuss Distinguish Explain Find Generalize Infer	Interpret Locate Order Rephrase Sequence Summarize Translate
Application	This level involves the process of using known information to solve new problems.	Add Apply Compile Compute Demonstrate Divide Estimate Express	Factor Give Examples Graph Illustrate Interpret Investigate Map Multiply	Predict Prove Represent Simplify Solve Subtract Use Verify
Higher Order Thinking	This level combines the three most complex levels of cognitive process in Bloom's Taxonomy: analysis, synthesis, and evaluation.	Analyze Appraise Arrange Assess Categorize Characterize Combine Compare & Contrast Conclude Construct Create Criticize Critique	Defend Design Develop Diagram Differentiate Discriminate Evaluate Examine Extend Formulate Generate Grade Group	Judge Justify Organize Outline Plan Recommend Refine Revise Separate Subdivide Support Synthesize Value Write

Virginia Substitute Evaluation Program

2012-2013 VSEP Evaluation Plan/Worksheet Local Review

Directions: The course content and special education teachers should work together to develop the student's Evaluation Plan/Worksheet. *Evaluation Plan/Worksheets* for each course are available on the Virginia Department of Education Web site at: www.doe.virginia.gov/testing/alternative_assessments/vsep_va_substitute_eval_prog/index.shtml. The course content and special education teachers complete Section I and attach it as a cover sheet to the completed *Evaluation Plan/Worksheet* and submit it to the Building Administrator/Designee.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Is this a re-submission? _____ Yes _____ No

Evaluation Plan/Worksheet Prepared By:

Course Content Teacher _____ Date _____

Special Education Teacher _____ Date _____

Section II: Building Administrator/Designee Review

The Building Administrator/Designee is responsible for ensuring the information in Section I of this form is correct and that the appropriate *Evaluation Plan/Worksheet* is attached and sent to the DDOT.

Building Administrator/Designee _____ Date _____

Section III: Panel of Reviewers' Findings

Directions: The DDOT is responsible for convening a panel of reviewers who should include persons who are familiar with the course content and the VSEP scoring rules.

This *Evaluation Plan/Worksheet* was reviewed to ensure that products and methods listed in the *Evaluation Plan/Worksheet* address the Standards of Learning for the subject/course and adhere to VSEP scoring rules.

Evaluation Plan/Worksheet Status is: ☐ Approved ☐ Approved with Conditions* ☐ Denied

Reviewed by:

Print Name	Signature	Title	Date

***NOTE:** If "Approved with Conditions" is indicated, the *Evaluation Plan/Worksheet* must be corrected and all conditions addressed as indicated on the attachment, VSEP *Evaluation Plan/Worksheet* Conditions, before student work is collected for the VSEP CWC. Provide a copy of this review to the course content and special education teachers listed in Section I.

Virginia Substitute Evaluation Program

2012-2013 VSEP *Evaluation Plan/Worksheet* Review Conditions

During the review of the student's *VSEP Evaluation Plan/Worksheet*, the panel of reviewers noted the conditions listed below which may adversely impact the student's score. These conditions must be corrected on the *VSEP Evaluation Plan/Worksheet* before student work is collected for the VSEP Course Work Compilation.

Student Name	State Testing Identifier (STI):
School:	Submission Subject/Course:
<p>Products and methods provided in the <i>Evaluation Plan/Worksheet</i> do not address the stem and bullets of each Standard of Learning (SOL) as required in the <i>VSEP Implementation Manual</i>. Specific examples of standards in which the products and methods do not address the complete SOL include:</p> <p><i>Please note that student work submitted which does not defend the entire SOL will not receive full credit.</i></p>	
<p>Products and methods provided in the <i>Evaluation Plan/Worksheet</i> suggest that multiple-choice evidence may be produced. Specific examples of standards in which multiple-choice evidence was noted or suggested include SOL:</p> <p><i>Please note that student work submitted in a multiple-choice format will not receive credit.</i></p>	
<p>The <i>Evaluation Plan/Worksheet</i> suggests student evidence that violates one or more of these scoring rules. Evidence must be: 1) student-generated, 2) clearly demonstrate student performance at or above that required level of the SOL being defended, 3) clearly demonstrate the depth of knowledge referenced in the test blueprint. Specific examples are provided below:</p> <p><i>Please note that submitted student work which violates VSEP scoring rules will not receive credit.</i></p>	

Virginia Substitute Evaluation Program

2012-2013 VSEP Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Division Name: _____ School Name: _____

Subject/Course Submission: _____

Is this a resubmission? ☐ Yes ☐ No
Administration: ☐ Fall ☐ Spring
Diploma Option: ☐ Advanced Studies Diploma
(check all that apply) ☐ Standard Diploma
☐ Modified Standard Diploma

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 Plan and in the presence of a teacher or other school personnel. In compiling this evidence with the student and/or on his/her behalf,

I have:

- included only work samples completed under testing conditions in which the student did not have access to hints, clueing, or prompts that would provide answers.
- included only work completed solely by the student in the presence of the content teacher or other school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan.

I have not:

- fabricated, altered, or modified student work samples, products or data.
- provided inappropriate assistance and have no knowledge of inappropriate assistance provided by others.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and are not a regular part of the student's daily instruction.

I understand that the Virginia Substitute Evaluation Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standard of Learning assessments.*

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Signatures:

Print Name	Signature	Title/Position	Date

I have reviewed the contents of this Course Work Compilation and I understand that the Virginia Substitute Evaluation Program is a part of the Virginia Accountability System and inappropriate administration of this assessment is subject to the same consequences and repercussions as violations of test security for the Standards of Learning assessments.*

Print Name	Signature	Title/Position	Date
		Building Administrator or Designee	

*Refer to Appendix N for legislation passed by the Virginia General Assembly 22.1-19.1 and 22.1-292.1

Virginia Substitute Evaluation Program

2012-2013 VSEP Teacher Checklist for Course Work Compilation

Teacher Name: _____ Student Name: _____

Division Due Date for VSEP CWC: _____

1. Course Work Compilation Submission Form Cover Sheet and Affidavit

<input type="checkbox"/>	Signed CWC Submission Form Cover Sheet and Affidavit is included.
<input type="checkbox"/>	Each staff person involved in supervising the student during the creation of evidence has signed the affidavit. Building Principal or designee has also reviewed the CWC and signed the affidavit.

2. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet, as appropriate.

3. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the CWC.
<input type="checkbox"/>	I have included a copy of the <i>Intent to Participate Approval</i> form received from the Virginia Department of Education.

4. Evidence

<input type="checkbox"/>	Student's skill and proficiency are clearly identified in the evidence.
<input type="checkbox"/>	All student work has been graded (% , letter grade, number correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student's performance has been included.
<input type="checkbox"/>	Evidence to be submitted represents the student's work completed under testing conditions without access to hints, clueing, or prompts that would provide answers.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the test blueprint.
<input type="checkbox"/>	Evidence to be submitted addresses the expected depth of knowledge for each SOL <u>stem</u> and <u>bullet</u> , as appropriate.

5. Media (Audio, Video)

<input type="checkbox"/>	I have placed a completed SEI Tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked to ensure that there is a signed media release on file for this student.

Video

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that all video clips are recorded in the division's required format – (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the CWC. I have placed a completed SEI Tag on each transcription.

Audio

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	I have verified with the School Coordinator that all audio clips are recorded in the division's required format – (cassette tapes, MP3, WAV, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the CWC. I have placed a completed SEI Tag on each transcription.

6. Other Recommended Steps

<input type="checkbox"/>	I have shared the students' CWCs with fellow teachers for input.
<input type="checkbox"/>	Division or School Administrator has reviewed the students' CWCs for accuracy and completion.

Virginia Substitute Evaluation Program

2012-2013 VSEP Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____
Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC.					
Evidence is provided for each SOL stem and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet, as appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All student work submitted has been graded and clearly indicates correct and incorrect work or a statement of accuracy has been included to show the student's level of achievement.					

Virginia Substitute Evaluation Program

2012-2013 VSEP Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the chart below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____	Name: _____ Content Area: _____
All non-paper media have Pre-ID student labels.					
All electronic media have written transcriptions with completed SEI Tags.					
Submitted evidence addresses the essential skills and depth of knowledge required by the SOL.					
All division required forms have been included: 1. 2.					
List critical issues to be resolved before CWCs are submitted to the DDOT:					

Virginia Substitute Evaluation Program

2012-2013 VSEP Completed Course Work Compilation Submission Checklist

Please verify each component of the VSEP CWC before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- ☐ A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each CWC with all signatures assuring student creation of submissions and compilation matrix.) **If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- ☐ A CWC that supports the content area Standards of Learning (SOL) where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- ☐ All SOL addressed in the test blueprint have been evidenced in the CWC.
- ☐ Accommodations are documented in the student's IEP/504 Plan.
- ☐ Work samples are graded and correct and incorrect answers are clearly identified. Evidence such as audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- ☐ Each piece of evidence includes a completed SEI Tag identifying the SOL stem, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- ☐ The outside spine of the binder and each piece of non-paper media has a Pre-ID student label.